# Missouri Department of Elementary and Secondary Education
## Special Education District Profile Review Guide

*For questions or comments, please contact:*
*Special Education - Data Coordination at 573-526-0299*

**PURPOSE:**

The purpose of this manual is to assist Missouri school district personnel to read and to understand *The Missouri Department of Elementary and Secondary Education Special Education District Profile*. Profiles are published annually for each district in the fall. In order to utilize this manual effectively, please refer to your district's profile.[1]


**OVERVIEW:** (Please briefly review your district's profile prior to reading this section.)

Each district's *Special Education District Profile* contains twelve tables compiling core data entered for the school year/reporting cycle (please refer to the *Core Data Collection System Manual* for specific reporting requirements). The twelve tables are based on five general reporting areas as follows:

- **School Age Child Count Data -** Tables 1A – 1D (refer to page 2 of this manual)
- **Early Childhood Child Count Data** - Tables 2A – 2D (refer to page 3 of this manual)
- **Missouri Assessment Program Data** - Tables 3 – 7 (refer to pages 4 and 5 of this manual)
- **Exiting and Vocational Participation Data -** Tables 8 – 11 (refer to page 6 of this manual)
- **Discipline Incidents Data** - Table 12 (refer to page 7 of this manual)

More specific information follows on pages 2 through 7 regarding:

- Data source (where does the data come from?)
- Calculation methods (how is the data is calculated?) and
- Considerations (what should a school district be looking for?)[2]


**USES OF PROFILE INFORMATION:**

Districts may utilize the information contained in their profile for:

- Evaluation of the *Performance Goals and Indicators* for students with disabilities.
- Comparison with the district's *Annual Performance Report* (APR).
- Comparison with the *Missouri State Profile* (a.k.a. *Special Education State Profile*).
- Program evaluation through special education monitoring of performance data.

---

[1] This manual is not intended to assist with data entry. For assistance with entering data and specific reporting requirements, please refer to the *Core Data Collection System Manual*.

[2] For further information regarding the goals for the performance of students with disabilities in Missouri, see the Department of Elementary and Secondary Education, Division of Special Education's *Performance Goals and Indicators* available @ http://www.dese.state.mo.us/divspeced/DataCoord/Performancegoalsandindicators.html.

# SCHOOL AGE CHILD COUNT DATA (Age 5K-22)

**Table 1A through Table 1D**

- All information for Table 1A through Table 1D comes from the district's data entered on **Childcount/Placement Screen 11** of the *Core Data Collection System.*
- Special Education Placement counts are by age as entered by district as of December 1st of each year (Screen 11 of *Core Data Collection System*). For further information see "*Core Data Collection System Manual"* for definitions of disability, placement, and race/ethnicity categories.

| | CALCULATION METHOD | CONSIDERATIONS |
|---|---|---|
| **TABLE 1A:** School Age Child Count and Incidence Rates | Incidence Rate for each Disability Category = (Total Child Count by Disability ÷ Total September Enrollment) × 100 | Monitor incidence rates with respect to students with disabilities and their categorical disabilities as compared to total district enrollment. Monitor areas of possible over-identification or under-identification. |
| | Total Incidence Rate = (Total Child Count of all Disabled ÷ Total September Enrollment) × 100 | *Note:* State of Missouri incidence rates are averages and may not represent appropriate "targets" for a district. |
| **TABLE 1B:** School Age Placement Totals | Placement Percentage = (Total Number in Placement ÷ Sum Total of All Placements) × 100 | Consider least restrictive placement as part of the IEP process for each student as determined by the IEP team. Increase percentage of placements of students with disabilities being served in the regular education classroom (i.e. Outside the Regular Class <21%) and decrease percentage of students with disabilities being served in more restrictive placements. |
| **TABLE 1C:** School Age Race/Ethnicity | Race/Ethnicity Percentage = (Total Number Disabled by Race/Ethnicity ÷ Total Child Count of all Disabled) × 100 | Compare percentages by race/ethnicity category (for students receiving special education services) to the total district enrollment by race/ethnicity. Monitor for areas of possible disproportionality of students with disabilities with respect to race/ethnicity (with particular attention towards over-representation or under-representation by a single race/ethnic group in general as well as within specific categorical disabilities). |
| **TABLE 1D:** Placement by Disability Category | Placement Percentage by Disability = (Total Child Count in Placement by Disability ÷ Total Child Count by Disability) × 100 | Monitor patterns of more restrictive placements in a particular disability category. Increase percentage of placements in the regular education classroom (i.e. Outside Regular Classroom <21%) with respect to each categorical disability. |
| | Total Placement Percentage = (Total Number in Placement ÷ Total Child Count of all Disabled) × 100 | |

# EARLY CHILDHOOD CHILD COUNT DATA  (Ages 3-6*)

## Table 2A through Table 2D

- All information for Table 2A through Table 2D comes from the district's data entered on **Childcount/Placement Screen 11** of the *Core Data Collection System*.
- Early Childhood Special Education Placement counts are by age as entered by district as of December 1st of each year (Screen 11 of *Core Data Collection System*). For further information see "*Core Data Collection System Manual*" for definitions of disability, placement, and race/ethnicity categories.
- Incidence Rates reported on Table 2A are based on 2000 United States Census Bureau Data.

|  | **CALCULATION METHOD** | **CONSIDERATIONS (what to look for)** |
|---|---|---|
| **TABLE 2A:**<br>Early Childhood<br>Special Education Child Count | Incidence Rate =<br>(Total Early Childhood Child Count by Disability ÷ Total 2000 Census) × 100<br><br>Total Incidence Rate =<br>(Total Early Childhood Child Count of all Disabled ÷ Total 2000 Census) × 100 | Monitor incidence rates with respect to children with disabilities and their categorical disabilities as compared to total district population from 2000 United States Census Bureau Data.  The projected incidence rate is approximately 5%. |
| **TABLE 2B:**<br>Early Childhood<br>Special Education Placement | Placement Percentage =<br>(Total Number in Placement ÷ Sum Total of All Early Childhood Placements) × 100 | Consider the least restrictive placement for each student with an emphasis on providing services with non-disabled peers. |
| **TABLE 2C:**<br>Early Childhood<br>Race/Ethnicity | Race/Ethnicity Percentage =<br>(Total Number Early Childhood Disabled by Race/Ethnicity ÷ Total Early Childhood Child Count of All Disabled) × 100 | Compare percentages by race/ethnicity category (for children receiving special education services) to the general early childhood population in the district. Monitor areas of possible disproportionality of children with disabilities with respect to race/ethnicity (with particular attention towards over-representation or under-representation by a single race/ethnic group in general as well as within specific categorical disabilities). |
| **TABLE 2D:**<br>Early Childhood Age<br>Breakdown | Percentage of Total Early Childhood Child Count by Age =<br>(Total Number Early Childhood by Age ÷ Total Early Childhood Child Count of All Disabled) × 100 | Monitor percentage of children receiving Early Childhood special education services by age. |

*Inclusive of pre-kindergarten children only (for kindergarten level children, see Tables 1A through 1D).

# MAP - MISSOURI ASSESSMENT PROGRAM DATA

## Table 3 through Table 4

- Information compiled from Missouri Assessment Program participation and performance results.
- Please refer to the following definitions when reviewing Tables 3, 4, 5, 6 and 7:

  *Student Identification Sheet* (SIS) - located on the back cover of each MAP test book. This sheet captures biographical information about each student. The SIS together with the SIF determines the total "Accountable" number for each district (see *Accountable*).

  *Student Information Form* (SIF) - a separate form that captures almost the same information as the Student Information Sheet. A SIF should be filled out for all students eligible for the MAP-A, even if a portfolio will not be submitted that year.

  *Accountable* - the number of Student Information Forms plus the Number of Student Identification Sheets submitted. This should "account" for all students at that grade level.

  *Reportable* - the number of students earning a score in one of the five achievement levels (Advanced, Proficient, Nearing Proficient, Progressing, and Step 1).

  *Level Not Determined* - Includes no shows, sick, MAP-A eligible, cheated and no valid attempt, and is the number Accountable minus the number Reportable.

  *Index* - weighted average of student performance across designated proficiency levels ranging from 100 to 300 with 100 indicating that all students are at the bottom level and 300 indicating that all students are at the top level. This provides an indication of performance level changes over time.

| | CALCULATION METHOD | CONSIDERATIONS (what to look for) |
|---|---|---|
| **TABLE 3:** MAP Alternative Data | MAP-A Eligible Students Reported = Number of Student Information Forms with MAP-A bubbles filled in. | Student Information Forms should be submitted for all MAP–A eligible students (whether or not a portfolio will be submitted that year). |
| | MAP-A Portfolios submitted = Number of portfolios submitted by the district | All MAP-A Eligible Students should have a portfolio submitted at the appropriate age/grade levels (only designated age/grade levels are required to submit portfolios). |
| | MAP-A Eligible Percentage Reported = (Number of Eligible Students Reported ÷ Total January Enrollment) × 100 | MAP-A Eligible Percentage should typically range from 1% to 2% of January enrollment. |
| **TABLE 4:** Reading Achievement (IEP) | Reading at Satisfactory and Above Percentage = (Number of Students scoring in Satisfactory or Proficient levels ÷ Reportable) × 100) | Increase percentages from school year to school year. |
| | Reading Index = (Proficient % × 300) + (Satisfactory % × 200) + (Unsatisfactory % × 100) | Increase Reading Index from school year to school year. |
| | Oral Reading Accommodation = Number of students receiving an oral reading accommodation (as denoted on the Student Identification Sheet) ÷ Reportable | Decrease the percentage of students receiving the oral reading accommodation. Ensure that accommodations are being utilized appropriately as determined by the IEP team. |

(Continued on next page)

# MAP - MISSOURI ASSESSMENT PROGRAM DATA (continued from previous page)

**Tables 5 through Table 7**

| | CALCULATION METHOD | CONSIDERATIONS (what to look for) |
|---|---|---|
| **TABLE 5:** Missouri Assessment Program – Grade 3 or 4 (IEP) | Accountable = Number of Student Information Forms + Number of Student Identification Sheets | The number Accountable should be equal to the total number of students with disabilities of the grade level being tested. |
| **and** | Reportable = Number of Students earning a score in one of the five achievement levels. | The reportable number should be consistent with the accountable number (except for legitimate reasons such as MAP-A eligibility or illness). |
| **TABLE 6:** Missouri Assessment Program – Grade 7 or 8 (IEP)  **and**  **TABLE 7:** Missouri Assessment Program – Grade 10 or 11 (IEP) | Level Not Determined % = (Number of Level Not Determined ÷ Accountable) × 100  *Where:* Number of Level Not Determined = Accountable – Reportable (Note that the Level Not Determined includes no shows, sick, MAP-A eligible, cheated and no valid attempt) | Maintain a Level Not Determined Percentage below 10%, and decrease the Level Not Determined Percentage from school year to school year.  Ensure that all students are participating in the MAP or MAP-A exams. |
| | Advanced and Proficient % = (Number of students in the Advanced or Proficient achievement levels ÷ Reportable) × 100 | Increase Advanced and Proficient percentage from school year to school year. |
| | Step 1 and Progressing % = (Number of students in Step 1 or Progressing achievement levels ÷ Reportable) × 100 | Decrease Step 1 and Progressing percentage from school year to school year. |
| | Index = (Advanced % × 300) + (Proficient % × 250) + (Nearing Proficient % × 200) + (Progressing % × 150) + (Step 1 % × 100) | Increase Index from school year to school year. |

*Note:* For more detailed information on MAP results, please refer to MAP CD/ Clearaccess. Standard reports include disaggregate summary reports as well as item and content analyses.

# EXITING AND VOCATIONAL PARTICIPATION DATA

## Table 8 through Table 11

- Data for Table 8 and Table 9 are taken from **Exiter Counts Screen 12** of the *Core Data Collection System.*
- Data for Table 10 are taken from **Educator and Course Assignment Screens 18 and 20** of the *Core Data Collection System* and from Vocation Rehabilitation.
- Data for Table 11 are taken from **Attendance Center Screen 8** of the *Core Data Collection System.*

| | CALCULATION METHOD | CONSIDERATIONS (what to look for) |
|---|---|---|
| **TABLE 8:** Graduation Data for Students with Disabilities | Graduation Rate = [Number of Graduates ÷ (Number of Graduates + Total Dropouts)] × 100<br><br>*Where:*<br>1) The Number of Graduates includes only the exit category 02 – Graduated with Diploma.<br>2) Total Dropouts = Sum of exit categories 03 (received certificate) + 04 (reached maximum age) + 07 (moved, not known to be continuing) + 08 (dropped out) | Increase the percentage of students with disabilities graduating with a regular diploma.<br><br><br>*Note:* A student is eligible for a diploma by having the required number of credits or by meeting IEP goals and objectives. |
| **TABLE 9:** Dropout Data for Students with Disabilities | Dropout Rate = (Total Dropouts ÷ Total Child Count Ages 14-22) × 100<br><br>*Where:*<br>Total Dropouts = Sum of exit categories 03 (received certificate) + 04 (reached maximum age) + 07 (moved, not known to be continuing) + 08 (dropped out) | Decrease the percentage of students with disabilities that drop out of school. |
| **TABLE 10:** Participation of Students with Disabilities in Vocational Programs | Number of students with disabilities in Occupational Training = Total number of children reported in H (handicapped) column of Screen 20. * <br><br> Total number of students with disabilities in Vocational Rehabilitation Co-op programs = the number of potential students reported by Vocational Rehabilitation | Maintain a vocational program participation percentage of students with disabilities consistent with the general population in the district.<br><br>*Note:* This data will count a student multiple times if the student is enrolled in more than one vocational course. Also, students sent to a vocational technical school are not captured in the totals. Due these irregularities noted, this data is currently not being used for monitoring purposes. |
| **TABLE 11:** Follow-up on Previous Year's graduates (IEP) | Percentage of individual follow-up categories = Number reported in follow-up category ÷ Total Graduates from Table 8<br><br>*Note:* Ensure that follow-up is being reported for students with disabilities in the column labeled "Disabled." | Increase or maintain at a high level the percentage employed or enrolled in continuing education. |

*For further information, see "*Core Data Collection System Manual*" for definition of handicapped (Exhibit 23). Number of handicapped is inclusive of Program Code 01 through 09, but excludes Program Code 06 (Exhibit 9).

# DISCIPLINE INCIDENTS DATA

**Tables 12**

- All information for Table 12 comes from the district's data entered on **Discipline Incidents – Screen 9** of the *Core Data Collection System*.

| | CALCULATION METHOD | CONSIDERATIONS (what to look for) |
|---|---|---|
| **TABLE 12:** Discipline Incidents by Disability | *Average number of incidents per student:*<br><br>All = Total Number of Incidents (Non-Disabled and Disabled) ÷ Total September Enrollment<br><br>Disabled = Total Number of Incidents by students with disabilities (Disabled) ÷ Total Child Count | Average number of incidents per student for Disabled should be consistent with All. |
| | *Discipline Incidents Percentages:*<br><br>Total Discipline Incidents Percentages (for each discipline type/length) = (Number of incidents reported for all students by type/length ÷ total number of incidents reported for all students) $\times$ 100<br><br>Non-Disabled Discipline Incidents Percentages (for each discipline type/length) =<br>(Number of incidents reported for *Non-Disabled* by type/length ÷ total number of incidents reported for *Non-Disabled*) $\times$ 100<br><br>Total Disabled Discipline Incidents Percentages (for each discipline type/length) =<br>(Number of incidents reported for *Total Disabled* by type/length ÷ total number of incidents reported for *Total Disabled*) $\times$ 100 | Monitor the percentage of discipline incidents of students with disabilities compared to non-disabled students (with attention towards categorical disability as well as generally). Discipline incidents percentages for disabled should be consistent with non-disabled. |